

AP Research, 2022-2023
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I. Course Description and Supplies

Welcome to AP Research! This is a college-level interdisciplinary course that builds on the skills you learned in AP Seminar. You will conduct academic research to explore a problem or issue of personal interest. Throughout the course, you will design, plan, and conduct a year-long research based investigation to address a research question. You will develop and apply discrete skills aligned with the 5 Big Ideas: Question and Explore; Understand and Analyze; Evaluate Multiple Perspectives; Synthesize Ideas; and Team, Transform, and Transmit (QUEST). Students will develop these skills recursively throughout the course, and we will continuously practice and reinforce them.

Students will need a one 1-inch binder for their Process and Reflection Portfolio (see section IV). They should also bring their charged Chromebook to each class. I encourage you to use a separate notebook for your research notes.

II. Academic Paper and Oral Presentation (AP Performance Task)

Students will apply their research skills both inside and outside of the classroom to develop, manage, conduct, analyze, and draw unique conclusions from an in-depth investigation of an area of personal interest. They will present their work as:

- An **Academic Paper** of 4,000-5,000 words that includes:
 - Chapter 1: Introduction and Literature Review
 - Chapter 2: Method, Process, or Approach
 - Chapter 3: Results, Product, or Findings
 - Chapter 4: Discussion, Analysis, and/or Evaluation
 - Chapter 5: Conclusion and Future Directions
 - Bibliography
- An **Oral Presentation and Defense** consisting of
 - An appropriate medium to deliver a 10-15 minute presentation of their research process, methods, and findings
 - A 5 minute Q&A session with 3-4 panelists on their research process, method, and findings.

The Academic Paper counts for 75% and the Oral Presentation and Defense counts for 25% of the student's AP score. The teacher is responsible for uploading the preliminary Oral

Presentation and Defense score. The student is responsible for uploading the Academic Paper to the College Board Digital Portfolio by April 30, 2023 at 11:59 pm.

Expert Advisers: Students may consult with approved expert advisers who can answer questions initiated by students or give options for students to explore. Expert advisers must adhere to College Board rules, which the teacher will provide to them.

III. AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information

The following statement is the official College Board statement on plagiarism for AP Capstone courses. Students are also expected to follow district guidelines on academic integrity that appear in the student handbook. The teacher will provide lessons on what constitutes plagiarism for both the College Board and Haddonfield Memorial High School so that students may avoid honor code violations. Students will be required to regularly submit their work to Turn It In. Students who violate the academic integrity policy will be referred to the school administration for a conference that may result in disciplinary action.

“A student who fails to acknowledge the source or author of any and all information or evidence taken from the work of someone else through citation, attribution, or reference in the body of the work, or through a bibliographic entry, will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

A student who incorporates falsified or fabricated information (e.g. evidence, data, sources, and/or authors) will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.”

IV. Assignments during the Research Process

PREP: Using a Process and Reflection Portfolio (PREP), students will document their process to develop a research question, design their original research, document their results, analyze their findings, draw conclusions, construct a bibliography, reflect on meetings with their teacher and expert advisers, and other reflections relevant to their research process. Reflecting on the research process will help students to justify their choices throughout their paper. Students will use their PREPs to reflect on the research process during their Presentation and Oral Defense.

Students will have roughly one PREP assignment per week that will be graded based on the depth and quality of reflection. *You are encouraged to take your PREP Binder with you to college interviews!*

Work in Progress Meetings: The teacher will guide one-on-one meetings with students at least once every two weeks from September through April to review their progress and receive feedback. These meetings will include a review of the student's PREP reflections.

Peer Review: Students will regularly participate in peer editing on their research process, written product, and oral presentation. We will work throughout the year on ways to provide feedback that is specific, productive, and supportive.

Inquiry Proposal Form: Before they begin to gather their original research, students must submit an Inquiry Proposal Form for approval by the AP Research teacher. The IPF will delineate the student's topic of study, research question, preliminary literature review, proposed method, and annotated bibliography. In addition, students will submit a proposal to the school's Institutional Review Board for approval of their research method and materials (i.e. surveys or interview questions) if they will be involving human or animal subjects. If students complete this process satisfactorily, they will receive approval to begin their research by November 30.

V. Units of Study (see Appendix A for Timeline)

Unit 1: Bridging from AP Seminar and Exploring Interests (September)

- Students will understand the differences between AP Seminar and AP Research. They will explore their interests and develop a focused research question.

Unit 2: Research Methods and Reading Scholarly Sources (September-October)

- Students will begin to conduct scholarly research on their topic to build context for their new line of inquiry. As they research, they will reflect on what they have learned and use it to edit their research questions. Students should actively look for gaps in the literature and ask questions about what they might contribute with their research.

Unit 3: Presenting a Research Proposal (November)

- Students will put their new research methods skills into practice by drafting and revising their Inquiry Proposal Forms and ethics reviews.

Unit 4: Researching and Writing (December-January)

- Students will finish conducting the bulk of their scholarly research and finalize their plans for their research method. They will draft the first portion of their academic paper,

including the introduction, literature review, methods, and bibliography. They will then shift into data collection and learn how to articulate, analyze, and present their findings.

Unit 5: Analyzing Results and Drawing Conclusions (February-March)

- Students will begin to put their original research into conversation with the scholarly sources they researched to draw new understandings and discuss the implications of their conclusions.

Unit 6: Editing, Presenting, and Defending Research (March-April)

- Students will make the final edits to their Academic Papers and prepare to present and defend their research to their panelists.

Unit 7: Beyond AP Research (May-June)

- Students will present their research in new ways, conference with AP Seminar students, explore new research interests, and reflect on the course

VI. Classroom Policies and Grading Criteria

Course Expectations: Students will demonstrate respect for themselves, their classmates, their teacher, and the various viewpoints we study. Students will demonstrate responsibility for themselves and their learning by coming to class prepared to learn. This includes using technology responsibly and staying on-task.

College Board Policies: AP Research is an unusual course in that students work on the product that the College Board will review for their AP exam grade throughout the year. The final Academic Paper and Oral Presentation must be entirely the student's own work. As the teacher, I will use a variety of methods to guide students through the research process but I cannot grade, proofread, or correct any work that will be submitted for a score to the College Board. Because this course is focused on the long-term process of research, students may receive graded work less frequently than in other AP classes. I can and will assign completion grades for portions of the Academic Paper and Oral Presentation to ensure that students are completing these tasks on time. I will also grade for quality products like informal reflections, the annotated bibliography, and Inquiry Proposal Form, which will not be a part of the final product.

Course Grade: I grade on a total points system. When an assignment is graded for completion, you will receive full credit if you turn in the assignment on time and complete all of the required elements. You may receive a lower score if you are missing portions. When an assignment is graded for quality, you will receive a scoring rubric. Due to the grading requirements imposed by the College Board, please note that a student's final grade in this course will not necessarily be an indication of the AP score that he/she will earn on his/her paper or presentation.

In the interest of fairness, any marking period or final grade greater than or equal to a 0.50 will be rounded up, and any grade lower than or equal to a 0.49 will be rounded down. So if a student earns 89.50%, his grade will be rounded up to a 90 (A). If a student earns 89.49%, his grade will

be rounded down to a 89 (B+). I upload new grades to Genesis regularly. Feel free to reach out by email or see me after class if you have questions about your grade.

Due Dates: I have designed the due dates for this class to help you reach the milestones necessary to complete a lengthy research project and meet all of the hard deadlines set by the College Board.

I do not want due dates to interfere with your mental health or prevent you from doing your best work. Each student may request **up to 3 one-week extensions** on any assignment during the year without any grading penalty. After that, assignments will receive a 5-point deduction for each day that they are late. Please communicate with me if you have extenuating circumstances that are interfering with your ability to meet deadlines.

Absences: You are responsible for all work due to absences, so please check Canvas regularly or reach out to me by email if you need to miss class.

VII. Resources

- Leedy, Paul D., and Jeanne E. Ormrod. *Practical Research: Planning and Design*. Upper Saddle River, NJ: Merrill. 2018.
- College Board CED and Workshop Handbook and Resources (2020)
- MLA Handbook and Purdue OWL
- Library databases (EBSCOHost, JSTOR, etc.)

VIII. Contact Information

I am excited to work with you this year! I am available to help students before and after school and during Dawg Time most days. You can often find me in the Humanities Center or C103. Please feel free to email me at mgammie@haddonfield.k12.nj.us whenever you have questions or concerns about your research project or your performance in this class. Have a terrific school year!

Appendix: Timeline

This is an approximate outline of the major assignments for this course. There will also be smaller assignments like PREPs and textbook readings. Dates are subject to change at teacher discretion, and assignments may be added. Students will receive as much advance notice as possible.

Product	Due Date
Summer Assignment	Wednesday 9/7
Topic and problem statement elevator pitch	Wednesday 9/21
Annotated Bibliography (10 sources) and research question	Monday 10/3
Annotated Bibliography (next 10 sources) and adviser communication	Monday 10/17
Drafts of Inquiry Proposal Form and supporting materials	Friday 11/4
Revised IPF and supporting materials and Conference Poster Presentation (Ethics Committee will grant final approval by early December)	Wednesday 11/30
Literature Review Outline or Matrix	Friday 12/9
Draft of Ch. 1: Literature Review and Bibliography	Thursday 12/15
Draft of Ch. 2: Methods and Bibliography	Friday 12/23
Collection of data	January-February 2023
Edits to Ch. 1-2	Friday 1/13
Midterm Exam: Practice Presentation	Wednesday 1/25-Thursday 1/26
Final Data Collection due	Wednesday 2/22
Draft of Ch. 3: Results	Monday 2/27
Draft of Ch. 4: Discussion	Friday 3/10
Draft of Ch. 5: Conclusion	Friday 3/17
Oral Presentation Slides	Thursday 4/6
Presentations and Oral Defenses	Tuesday 4/18-Friday 4/21
Final Paper submission to the College Board	Thursday 4/27